Three Levels of Support for Federally Identified Districts & Schools in Wisconsin

Intensive Supports (Level 3)

For schools and districts where the data indicates widespread challenges:

- **CSI** (schools): comprehensive support & improvement, for schools with low overall performance (bottom 5% statewide) or graduation rates (<67%)
- **IDEA LEA Determinations** (districts): if a district needs *intervention t*o fulfill IDEA Part B

Note: Districts/schools with these identifications may also receive targeted supports as needed.

Targeted Supports (Level 2)

For districts and schools with challenges meeting the needs of specific student groups:

- **TSI** (schools): targeted support & improvement, to address significant gaps
- **ATSI** (schools): additional targeted support & improvement, to address severe gaps
- **Racial Equity (Disproportionality)** (districts): racial disproportionality in special education
- **LEA Determinations** (districts): if a district needs *assistance* (not intervention) to fulfill IDEA Part B

Universal Supports (Level 1)

To support improvement efforts at all schools and districts, regardless of identification status

A SYSTEM OF SUPPORTS

To Help Districts:

- Share identification data with schools.
- Support school improvement processes:
    - Review improvement plans.
    - Serve on improvement teams as needed.
    - Ensure required materials are submitted.
- Engage in continuous improvement related to district-level identifications, addressing root causes in systems, relationships, and practices.
- Submit required materials related to district improvement to DPI.
- Help align efforts at school and district levels.
- If there is racial disproportionality in special education, budget funds to implement Comprehensive Coordinated Early Intervening services (CCEIS).

To Help Schools:

- Engage in continuous improvement related to identifications, addressing root causes in school systems, relationships, and practices.
- Invite district staff to serve on improvement teams as needed.
- Help align efforts at school and district levels.
- Submit required materials to the district (or directly to DPI if asked to do so by the district).

To Improve Adult Practices for Better Outcomes:

- Better Overall Outcomes for Schools in the Bottom 5% and Schools with Low Graduation Rates
- Educational Equity for Student Groups Most Often Underserved:
    - Students of color
    - Students with disabilities
    - Students with low incomes
    - English learners

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RESOURCES AND SUPPORTS: DETAILS

LEVEL	GOAL	RESOURCES & SUPPORTS	WHO HAS ACCESS
Intensive (Level 3)	Support building sustainable systems, relationships, and practices at school and district levels to support student success	• Participation of DPI staff on teams leading continuous improvement efforts • DPI monitoring of CSI schools, with district involvement, focusing on relationship building and collecting data • Grants for CSI-identified schools • Externally-contracted coaching supports (details yet to be determined)	• Schools identified for CSI related to low graduation rates or low overall performance • Districts with schools identified for CSI • Districts with LEA Determinations of *Needs Intervention* *Note: Districts and schools may have multiple identifications.*
Targeted (Level 2)	Support districts and schools to change systems, relationships, and practices so students of color, students with disabilities, English learners, and students in families with low incomes have the same opportunity for success as other student groups	• Networked communities coordinated around continuous improvement • District teams coordinated around continuous improvement • DPI initiatives to support innovation and continuous improvement: Early Childhood Program Support, Transition Improvement Grants, Research-to-Practice Inclusive Communities, Technical Assistance Network for Improvement, Transformation Zone *Note: These strategies are not required. Strategies used must meet applicable ESSA evidence requirements.*	• Districts with LEA Determinations of *Needs Assistance* • Districts with racial disproportionality in special education • Districts with schools identified for TSI or ATSI • Districts and schools qualifying for intensive supports that also have identifications relating to specific student groups *Note: Districts and schools may have multiple identifications.*
Universal (Level 1)	Support schools to identify and respond to changing needs, continuously improving to serve every student; support districts to identify larger patterns and adjust systems, relationships, and practices so they empower schools to support every student	• WI Educator Effectiveness System • Equitable Multi-Level Systems of Supports framework • Instructional Materials and Professional Learning (IMPL) initiative • WISExplore data analysis tools	• All schools/districts

Note: The resources and supports listed in this document are not the only supports DPI offers to federally identified schools and districts.